

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014 •
Teachers' Standards 2012

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

North Liverpool Academy will ensure students with Special Education Needs & Disability

Introduction

Mission Statement:

Every Student at North Liverpool Academy, including those with a Special Educational Need and/ or a Disability (SEND), has an entitlement to fulfil his or her potential.

Our school is committed to ensuring that the necessary provision is made for every student in our learning community. Our school is passionate about inclusive education for all and we welcome a diversity of culture, religion and intellectual ability, striving to meet the needs of all our students with a learning difficulty, disability, disadvantage or special educational need.

The SEND Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

At North Liverpool Academy we believe that all children with a Special Educational Need and/ or Disability (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

promote disability equality and we as a school strive to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

This policy acknowledges the obligation to provide a broad, balanced and challenging curriculum for all students. The Governors of North Liverpool Academy value the abilities and achievements of all its students and are committed to providing the best possible environment for learning for every student.

Aims and Objectives:

Provision for students with SEND is a whole school matter. In line with the Code of Practice (2014), North Liverpool Academy will:

- Identify and address the SEND of the students we support.
- Use our best endeavours to ensure that a child with SEND gets the support they require.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximise their achievement.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

Work in partnership with the Local Authority and all outside agencies in order to support students identified with SEND.

- Designate a teacher responsible for the coordinating of SEND provision i.e. SENDCo

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the young person has significantly greater difficulty in learning than the majority of children of the same age; or, that they have a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

The purpose of identification is not to fit students into specific categories but to establish what action we should take as a school to support students in their education. At North Liverpool Academy we seek to ensure the full inclusion of all students with special educational needs in all aspects of their school life, including the curriculum, extracurricular activities and school trips.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

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Policy Implementation:

The principal aim of this policy is to improve the outcomes for every student that has been identified with SEND in all the areas outlined in the SEND Code of Practice (2014).

This will be achieved by these outcomes:

- Making SEN provision an integral part of the Academy Development Plan.
- Enabling identified students with SEND to reach their full potential.
- Enabling successful transition of SEND students from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the student.
- Arranging specialised provision to meet the needs of groups of students with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- Regular monitoring of the progress and development of all students throughout the school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every student.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND. Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools SEND provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

Responsibility for the co – ordination of SEND provision:

The named person with responsibility for the co-ordination of SEND at North Liverpool Academy is Mr. Tamlin Jones (SENDCo/ Assistant Principal).

SEND Co-ordinator:

Mr. T. Jones

Tel: 0151 260 4044

Email: t.jones@northliverpoolacademy.co.uk

Local Academy Governing Boards (LAGB) must ensure that there is a qualified teacher designated as SENDCo for the school. This teacher must also hold the postgraduate

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- National SENCO award or be working towards it within 3 years of appointment to the role.

The Special Educational Needs and/ or Disabilities Coordinator (SENDCo) is responsible for:

Students:

- Using baseline data to identify and monitor all students with SEND.
- Informing teaching staff of students that have been identified with SEND and the additional provision needed.
- Maintaining the school provision map.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- Ensuring the correct provision is in place for all students with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating efficient transition from feeder schools, and to higher education establishments – attending and organising meetings where appropriate.
- Conducting Annual Reviews and monitoring the progress of students who have an Education Health Care Plan.
- Liaising with parents of students with SEND through parents’ evenings and interim meetings where appropriate.
- Leading the Behaviour Learning Support Team that coordinates Wave 2 interventions (See Appendix 1).

Staff:

- Liaising effectively with the Governor with responsibility for SEND, the Principal, the Senior Leadership Team, Progress Leaders, Year Managers, teaching staff and all learning support staff.
- Acting upon ‘referrals’ from staff.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

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- Arranging and delivering appropriate whole school CPD on inclusive education. Other Responsibilities:

To liaise with outside agencies and county support services where necessary which include;

- The Educational Psychology Service (E.P.S)
Physiotherapy, Speech and Language Therapy Services.
- Child and Adolescent Mental Health Services (C.A.M.H.S) • Ethnic Minority
and

Traveller Achievement Service (E.M.T.A.S)

- Career Connect
- The Youth Offending Service (Y.O.S)
- Young Person Advisory Service (Y.P.A.S)
- Early Help Assessment Tool Team (E.H.A.T Team)
- Special Educational Needs and Inclusion Support Service (S.E.N.I.S.S)
- Listening Ear (Merseyside) – Butterflies
- Willy Russell Centre
- Young Runaways

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

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- Young Addactions
- NSPCC
- Parent Partnership
- Barnardo's
- A.D.H.D Foundation
- The Brook Sexual Health Clinic • School Health Services
- Occupational Therapy Service
Youth Support Service
- National Association of Special Educational Needs (NASEN)
- Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)

The Principal, SENDCO and the Senior Leadership Team have the responsibility to ensure the implementation of the SEND Policy.

Identification, Assessment, Provision and Review:

Where a student is identified with SEND, North Liverpool Academy will take action to remove barriers to achievement and put effective SEND provision in place. This takes place in the form of a four-part cycle known as the 'Graduated Response'.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- Assess:

North Liverpool Academy has a clear and structured approach to identifying and responding to Special Educational Needs and/or Disabilities. As a school, we recognise the importance of identifying students' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. We will carry out baseline testing with all students on entry to the school and assess each student's current skills and levels of attainment. Those who fail to meet age-appropriate scores or are 'not secondary ready' will have further individual specialised tests carried out to assess further need.

The Progress Leader Team and subject teachers make regular assessments of progress for all students. These seek to identify students making less than expected progress related to age and individual circumstance. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
fails to close the attainment gap between the student and their peers

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

The Inclusion and SEND Team have a referral system for staff to highlight concerns. The team will fully investigate all referrals through additional diagnostic testing from North Liverpool Academy's in-house diagnostic tester or further outside support agencies if required.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- North Liverpool Academy has a very proactive approach to assessing SEND as well as wider issues relating to mental health difficulties, behavioural, social and emotional needs.

Plan:

Once a student has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified of a young person being placed or removed from the SEND register.

All students who are placed on the SEND register will have an 'Access to Learning Plan' devised to outline their specific needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for each individual. It is school policy that staff read and adhere to the advice contained in these documents.

Do:

All teachers are teachers of SEND and therefore will remain responsible for working with students on a daily basis.

In addition, the Behavioural Support and Graduate Learning Support Team will provide in-class support where required alongside small group interventions in a variety of skills and subjects.

The SENDCO will support all staff and students within the school to ensure that inclusive education for all is being facilitated.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- Review:

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention, impact will be measured through academic progress, parental, student and staff feedback. Where a student continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

If your child is on the SEND register, you will have the opportunity for direct contact related to your son/daughter's progress. This contact can include; opportunities to meet with the SENDCo at the annual parents' evening, official letters, feedback related to SEND targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent has concerns about their child, we as a school welcome a phone call to discuss this further.

Education Health Care Plans:

As a parent you have the right to request an Education Health Care Needs Assessment if you believe that, despite North Liverpool Academy taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress. If you would like to request an Education Health Care Needs Assessment, please contact the SENDCo to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- The young person's parent.
- The young person over the age of 16 but below the age of 25, and
A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

In conjunction with regular student progress monitoring intervals, an annual review meeting will be convened for students attending North Liverpool Academy who have an Education Health Care Plan. Parents/ carers, a Local Authority SEN Officer, the school

SENDCo and relevant school staff will attend this meeting. The

annual review should aim:

- to assess the child's progress towards meeting the long term objectives specified in the statement and to collate and record information that the school and other professionals can use in planning their support for the child.
- in the case of the first annual review, to assess the child's progress towards meeting the targets agreed and recorded following the making of the statement; and in the case of all other annual reviews to assess progress towards the targets set at the previous review.
- to review the special provision made for the child, including the appropriateness of any special equipment provided, in the context of the National Curriculum and associated assessment and reporting arrangements.
- to consider the continuing appropriateness of the statement in the light of the child's performance during the previous year, any additional special educational needs that may have become apparent in that time and any needs that have been met and are no longer

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

- an issue, and thus to consider whether to cease to maintain the statement, or whether to make any amendments, including any further modifications or disapplication's of the National Curriculum.
- if the statement is to be maintained, to set new targets for the coming year; progress towards those targets can be considered at the next review.

Admission Arrangements:

Students with SEND are admitted within the normal admissions procedure of the school. Parents and students are invited to view the school along with all other parents on a year 6 opening visit, or on a private visit through appointment.

The Equality act 2010 prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability. The school admissions Code of Practice requires that a young person with SEND be treated fairly.

Admissions:

- Must consider applications from parents of students who have SEND, but do not have an Education Health Care Plan.
- Must not refuse to admit a student who has SEND because they do not feel able to meet their needs.
- Must not refuse to admit a student on the grounds that they do not have an Education Health Care Plan.
- Facilities are provided at North Liverpool Academy to assist accessibility for all students. This is laid out in the school Accessibility Plan.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

Transition Arrangements:

Support for students with Special Educational Needs includes the planning and preparation at key transitional phases of education. For students being admitted to North Liverpool Academy, a comprehensive package of transitional support is put in place each year. Transition days are planned for students with a variety of needs by both the Inclusion and Student Support Teams. Furthermore, close liaison takes place between the SENDCO, Progress Leader and Year Manager and the feeder schools to ensure necessary personalised provision and information is taken into account in advance of the students joining the school.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

In year 11 students receive independent careers advice and guidance through key support staff. For those at high risk of NEET, appropriate support is provided to ensure all students are engaged on a further education programme by the end of the year.

Students in the Sixth Form are also supported in their applications and transition to University.

Access Arrangements:

Access arrangements are agreed for individuals before official assessments take place. They allow students with special educational needs, disabilities and temporary injuries to:

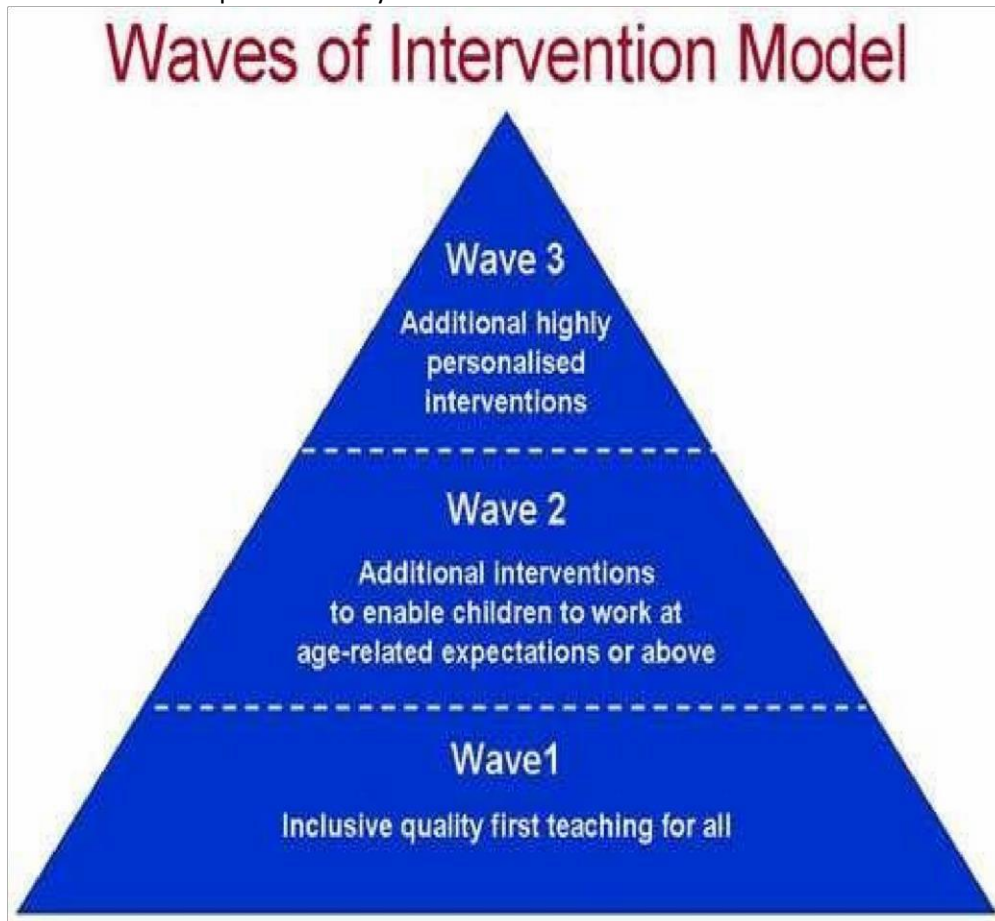
- Access assessments
- Show what they know and can do without changing the demands of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

At North Liverpool Academy we use key diagnostic testing and history of need to apply to awarding bodies to enable individuals' access arrangements for external exams. All exam access arrangements follow the JCQ regulations and are applied for in conjunction with Access Arrangements Online.

The SENDCo with support from all teaching and support staff and members of the Senior

Leadership Team will determine and implement appropriate access arrangements at North Liverpool Academy.



Wave 1:

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2:

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

NORTH LIVERPOOL ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUSION POLICY 2016

Wave 3:

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.